

STRATEGIC SCHOOL PROFILE 2012-13

Middle and Junior High School Edition

King Philip Middle School**West Hartford School District**

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Location: 100 King Philip Dr.
 West Hartford,
 Connecticut

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c) using data and narratives provided by the school district or testing services. Profiles and additional education data, including longitudinal data, are available on the internet at www.sde.ct.gov.

TYPE OF SCHOOL

School Type: Traditional/Regular Education
 School Grade Range: 6 - 8

STUDENT ENROLLMENT

Enrollment on October 1, 2012: 912
 5-Year Enrollment Change: 0.6%

INDICATORS OF EDUCATIONAL NEED

Need Indicator	Number in School	Percent in School	Middle/Jr. High Schools	
			% in District	% in State
Students Eligible for Free/Reduced-Price Meals	166	18.2	21.6	30.9
Students Who Are Not Fluent in English	34	3.7	3.9	3.4
Students with Disabilities	123	13.5	11.8	12.4
Students Identified as Gifted and/or Talented	191	20.9	17.6	7.0
Students in Grades Above School's Entry Grade Who Attended Same School the Previous Year	572	96.6	97.1	97.0

PROGRAM AND INSTRUCTION

Instructional Time	School	State Middle/Jr. High Schools
Total Days per Year	182	181
Total Hours per Year	1,017	1,029

State law requires that at least 180 days of school be offered to students in kindergarten through Grade 12, 900 hours of instruction to Grades 1-12 and full-day kindergarten, and 450 hours to half-day kindergarten students.

Average Class Size	School	District	State	Enrollment in Selected High School Level Courses			
Grade 5	N/A	N/A	N/A	Percent of Grade 8 Students Taking	School	District	State
Grade 7	20.2	19.3	20.2	Mathematics	6.5	36.4	33.9
				World Language	3.7	49.9	46.5

Required Hours of Instruction Per Year in Selected Subject Areas		
Grade 8	School	State
Art	50	37
Computer Education	0	18
English Language Arts	143	231
Family and Consumer Science	0	10
Health	50	24
Library Media Skills **	5	10
Mathematics	143	164
Music *	50	36
Physical Education	50	58
Science	143	151
Social Studies **	143	147
Technology Education	50	23
World Languages	143	96

World Language

Formal instruction (at least 1 hour per week) in French and Spanish starts in Grade 6 in this school. Statewide, 14.7% of elementary and middle schools that serve Grade 6 start world language instruction by this grade.

Lunch

An average of 30 minutes is provided for lunch during full school days.

** Interdisciplinary approach
* Elective hours also offered

Special Programs	School	Middle/Jr. High Schools	
		District	State
% of K-12 Students in Bilingual Education Program or Receiving English as a Second Language Services	3.6	3.8	3.2
% of Identified Gifted and/or Talented Students Who Received Services	59.2	53.7	67.3
% of Special Education Students Attending This School Who Spent Over 79% of Their Time with Their Non-Disabled Peers	62.6	69.8	75.8

LIBRARY AND COMPUTERS

Free on-line access to periodicals, newspapers, and other resources is available to all schools through the Connecticut Digital Library at www.iconn.org.

Instructional Computers and Library Materials	School	Middle/Jr. High Schools	
		District	State
# of Students Per Computer	2.2	1.7	2.1
% of Computers with Internet Access	100.0	100.0	99.3
% of Computers that are High or Moderate Power	99.8	99.1	97.5
# of Print Volumes Per Student*	28.2	28.8	22.2
# of Print Periodical Subscriptions	17	21	19

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

SCHOOL STAFF

Full-Time Equivalent Count of School Staff	
General Education: Teachers and Instructors	60.90
Paraprofessional Instructional Assistants	7.00
Special Education: Teachers and Instructors	13.00
Paraprofessional Instructional Assistants	14.00
Library/Media Specialists and/or Assistants	2.00
Administrators, Coordinators, and Department Chairs	4.93
Instructional Specialists Who Support Teachers (e.g., subject area specialists)	0.00
Counselors, Social Workers, and School Psychologists	8.10
School Nurses	1.90
Other Staff Providing Non-Instructional Services and Support	24.55

In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Teachers and Instructors	School	Middle/Jr. High Schools	
		District	State
Average Number of Years of Experience in Education	13.6	13.0	14.3
% with Master's Degree or Above	83.1	82.4	80.3
Classroom Teacher Attendance, 2011-12: Average # of Days Absent Due to Illness or Personal Time	7.8	7.6	9.3
% Assigned to Same School the Previous Year	83.1	86.0	87.4

HOME AND SCHOOL COMMUNICATION AND SUPPORT

Teacher E-Mail Addresses: All teachers at this school have been issued e-mail addresses.

Online Homework Information: A portion of the school's website is devoted to homework pages.

The following narrative about how this school promotes and supports parental involvement was submitted by this school.

King Philip Middle School is committed to supporting our families within the community to ensure that each child's academic, social and emotional needs are met. School counselors and staff provide outreach and support to parents throughout the year. Teachers maintain regular contact with parents via phone, e-mail and conferences, and parents are encouraged to visit the interactive team blogs and the Parent Portal of PowerSchool. Student-led parent conferences are scheduled for all families in the fall. A monthly school newsletter is sent home and posted online, and informational "Thursday Flyers" are sent home with students as needed. Many teachers have web pages where homework, upcoming events and information regarding team activities are displayed. All incoming sixth-grade parents are welcomed into the building at an evening transition night in the spring and a "meet and greet" session in late summer. All grades hold a curriculum night during open house in the fall. King Philip regularly recruits parents and other volunteers from the community to serve as mentors and tutors, both during and after the school day. We have an active Parent Teacher Organization which helps us support community-building events such as a faculty basketball game, a school book fair and fund raisers at local businesses. PTO funds support initiatives that directly enhance teaching and learning. Parent volunteers assist other parents with transportation needs for parent conferences. Also, several educational evening programs are held for parents throughout the year with topics including understanding the middle school learner, substance abuse awareness and internet safety.

SCHOOL DIVERSITY

Student Race/Ethnicity		
Race/Ethnicity	Number	Percent
American Indian	4	0.4
Asian American	111	12.2
Black	71	7.8
Hispanic	126	13.8
Pacific Islander	3	0.3
White	574	62.9
Two or more races	23	2.5
Total Minority	338	37.1

Percent of Minority Professional Staff: 2.0%

Open Choice:

14 student(s) attended this school as part of the Open Choice program. Open Choice brings students from urban areas to attend school in suburban or rural towns, and students from non-urban areas to attend city schools

Non-English Home Language:

20.5% of this school's students (excluding prekindergarten students) come from homes where English is not the primary language. The number of non-English home languages is 30.

EFFORTS TO REDUCE RACIAL, ETHNIC AND ECONOMIC ISOLATION

Below is the description submitted by this school of how it provides educational opportunities for its students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds.

Ongoing efforts have been in place throughout the 2012-2013 school year. The following initiatives are aimed at fostering inclusion and promoting acceptance: Morning Advisory, Character Counts (a school-wide initiative to foster healthy relationships and promote positive character traits) and KP Safe Zone which promotes tolerance and acceptance of individual differences based on race, ethnicity, gender expression, sexual orientation, socio-economic background, age, religion and ability. School counselors foster parent/student integration to the KP school community for new and at-risk students. In addition, we collaborate with the Sisterhood/Brotherhood program through the Bridge Family Counseling Center. There are several student-led drives for contributions of food, clothing, and funds for multiple nonprofit organizations. In addition, participation in various community service projects throughout the year includes volunteer efforts at local soup kitchen and shelters. Our Gifts of Music program supports low-income students' participation in music performance groups. We incorporate multiple interdisciplinary units related to students' ethnic heritage/backgrounds, including a focus on classroom novels and literature. Peer tutors/buddies for special needs students are utilized through our Unified Learning Labs, and our inclusive unified sports and theater programs integrate students from all backgrounds and experiences. KP participates in the CREC Open Choice program to enhance the diversity of our student population. The team organization at KP is designed to integrate students from six different feeder elementary schools in town as well as students from other schools and/or communities. All students (including those in our ESOL and special needs programs) are on teams and exposed to a cross section of the West Hartford community that is more than twenty percent minority.

STUDENT PERFORMANCE AND BEHAVIOR

Physical Fitness: % Reaching Health Standard on All Four Tests*	School	District	State	% of Schools in State with Equal or Lower Percent Reaching Standard
Grade 4	N/A	N/A	N/A	N/A
Grade 6	42.6	54.9	50.6	36.6
Grade 8	64.4	57.9	50.6	75.1

*Includes tests for flexibility, abdominal strength and endurance, upper-body strength and aerobic endurance.

Connecticut Mastery Test, Fourth Generation, % Goal. The Goal level is more demanding than the Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Grade and CMT Subject Area	School	District	State	% of Schools in State with Equal or Lower Percent Meeting Goal
Grade 4 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Grade 5 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A
Grade 6 Reading	86.4	83.6	73.3	75.3
Writing	86.5	81.0	65.1	88.8
Mathematics	80.8	76.8	67.0	71.5
Grade 7 Reading	90.6	89.0	78.9	82.2
Writing	76.9	74.7	64.9	73.2
Mathematics	78.1	78.4	65.4	72.0
Grade 8 Reading	86.3	81.5	76.2	68.9
Writing	82.1	75.0	67.2	74.6
Mathematics	68.6	67.1	65.0	54.0
Science	75.2	72.2	60.4	69.6

These results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district. Results for fewer than 20 students are not presented.

For more detailed CMT results, go to www.ctreports.com.

To see the NCLB Report Card for this school, go to www.sde.ct.gov and click on "No Child Left Behind."

Student Attendance	School	District Middle/Jr. High Schools	State Middle/Jr. High Schools
% Present on October 1	97.5	96.9	96.2

Disciplinary Offenses

Disciplinary offenses committed by students include all serious offenses, offenses involving drugs, alcohol, or tobacco, and all incidents resulting in suspension or expulsion. In the 2011-12 school year, 57 students were responsible for these incidents. These students represent 6.3% of the estimated number of students who attended this school at some point during the 2011-12 school year.

Truancy

During the 2011-12 school year, 33 students qualified as truant under state statute. As these counts rely on school-level policies regarding unexcused absences, they are not comparable between schools.

Number of Incidents by Disciplinary Offense Category, 2011-12		
Offense Category	Location of Incident	
	School	Other Location
Violent Crimes Against Persons	0	0
Sexually Related Behavior	1	0
Personally Threatening Behavior	6	2
Theft	0	0
Physical/Verbal Confrontation	4	0
Fighting/Battery	10	1
Property Damage	0	0
Weapons	1	0
Drugs/Alcohol/Tobacco	0	1
School Policy Violations	39	1
Total	61	5

SCHOOL IMPROVEMENT PLANS AND ACTIVITIES

The following narrative was submitted by this school.

King Philip Middle School is committed to a research-based, data-driven continuous improvement model. Our professional staff works collaboratively by team, grade level and discipline to improve teaching and learning. Our CSI (Curriculum and Staff Improvement) plan provides professional development throughout the school year facilitated by department supervisors, teachers and outside experts. We focus on student academic achievement, guaranteed research experiences across all grade levels, and integration of technology into instruction. KP is also committed to embedding literacy strategies into all areas, study skills integration, and the incorporation of Effective Teaching Strategies and Common Core State Standards to improve instruction and student learning. We also enhance student learning through implementation of cornerstone assessments in all curricular areas. Department grade level teams meet weekly to analyze student work, and data obtained is used to inform and improve instruction in accordance with the SRBI model. We utilize the co-taught model in all grade levels with an emphasis on the infusion of regular and special education learning strategies in daily classroom instruction. The School Climate Committee focuses on exploring ways to improve student behavior and maintain and celebrate a positive school environment. Daily learning labs at each grade level offer supervised guided practice. Various support groups exist for at-risk students, including a mentor/tutor program, after school team homework clubs and Saturday Academy

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile.

King Philip is proud of its efforts to function as a professional learning community with a focus on students' academic, social and emotional well-being. We value and work to strengthen our partnership with parents and involve the community and its resources. Students are recognized on a "Wall of Fame" for demonstrating positive traits in our "Character Counts at KP!" program, and there is a high level of student participation in performance music through orchestra, band, jazz band and choir. Student drama productions involve a cross-section of students and our after-school intramural program provides a variety of sports, games and clubs based on student interest. The QuEST program offers enrichment for gifted and talented students at all grade levels. Anti-bullying efforts are promoted school wide via our Morning Advisory program, assemblies and school-wide awareness campaigns. Individual students' needs are met through a variety of efforts, including weekly team meetings with guidance counselors to review every student's progress, teacher-developed Individual Performance Plans and our Student Success Team which identifies and offers strategies to assist students experiencing academic and/or social difficulties.
